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Personal Qualities and Value Orientations of a Doctor-Teacher: Practical Recommendations for Professional Development

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Annotation: The article examines the effect of personal qualities and value orientations on the development of professional activity of a physician-teacher. The emphasis is on innovations in these aspects to achieve a high level of self-realization and support in medical education. Special attention is paid to the acmeological approach and its influence on the formation of students' life goals and motivation. The humanistic role of a doctor-teacher in the educational process is considered as a key factor in the formation of future specialists. It emphasizes the need not only to possess professional competencies, but also to develop personal qualities and value orientations that contribute to the success of a doctor-teacher.

The article offers practical recommendations for the development of these qualities and orientations, based on an analysis of the experience of successful teaching doctors. This article offers a new perspective on the professional development of a doctor-teacher through the prism of personality influence on the educational process and the formation of future specialists.

Keys words: Doctor-teacher, personal qualities, value orientations, professional activity, acmeological approach, humanistic principles, self-actualization, creative thinking, leadership competencies, motivation for professional activity, job satisfaction, self-esteem, self-development.

INTRODUCTION

In modern society, doctors and educators play a central role in the training of future specialists in the field of medicine. They not only impart professional knowledge and skills, but also serve as an example for students, influencing their personal qualities and value orientations. It is emphasized that the successful professional activity of a doctor-teacher requires not only effective knowledge transfer, but also the development of certain personal traits and value orientations among students.

This article focuses on the study of the influence of these factors on the development of the professional activity of a doctor-teacher. The article considers an acmeological approach focused on the individual dynamics of personality development and the formation of goal-oriented life attitudes and motivation. This approach is considered as an important tool for increasing students' academic activity.

The acmeological approach includes the following key aspects:

- Goal formation: students studying under the guidance of a medical educator have the opportunity to develop their own goals and strive to achieve them, which contributes to a better understanding of their motivation and expectations from professional activities.

- Motivation development: the importance of developing students' internal motivation is emphasized. A doctor-teacher can help students realize the importance of their work and strengthen their motivation, including through the use of modern educational technologies and methods of active learning.
- Individual development: special importance is attached to the individual characteristics of students. A doctor-teacher can contribute to their development, taking into account the personality characteristics of each student and helping them reach their potential.

The study of the role of the acmeological approach in the development of the professional activity of a doctor-teacher provides valuable insights and practical recommendations.

An important aspect is the humanistic approach to education, which focuses on the development of personal qualities and value orientations of students. Unlike the traditional perception of a doctor-teacher as a source of information, the humanistic approach turns him into a mentor and educator who contributes to the formation of personality. The influence of personal qualities on the development of a doctor-teacher's professionalism is also considered, including the level of self-actualization, creativity, leadership qualities, the degree of emotional burnout, motivation and satisfaction with the profession, as well as self-esteem and activity in self-development.

PURPOSE OF WORK

The purpose of this article is to investigate the influence of personal qualities and value orientations on the development of professional activity of a doctor-teacher. We analyze acmeological and humanistic approaches, as well as consider various criteria for the self-realization of higher school teachers. Understanding these relationships can help develop strategies and programs for the professional development of a doctor-educator, which will lead to an improvement in the quality of medical education and training of future specialists. In particular, methods and tools are offered that allow teaching doctors to evaluate and develop their personal qualities and value orientations, as well as maintain a high level of motivation and satisfaction with the profession.

METHODS

To achieve the research goal, methods such as the study and review of literature, theoretical data analysis were used.

DISCUSION OF THE OBTAINED RESULTS

An analysis of the social role of a doctor-teacher in an educational environment from the standpoint of the theory of functioning of complex socially defined dynamic systems (synergetics) reveals that the lack of complete determination is a key factor in the effectiveness of such systems and a promising area of innovation. A doctor-teacher, implementing a democratic model of educational relations, moves from an authoritarian paradigm to an equal interaction of subjects (person-to-person). This humanistic approach promotes the joint personal and professional growth of both the student and the teacher, who are actively involved in the educational process.

The acmeological approach, which assumes the individual dynamics of the development of the "Self-concept", allows the student to develop life goals and motivation for activities, thereby forming key conditions for the student's academic activity. A doctor-teacher who has achieved a high level of self-realization, self-actualization, self-expression and self-improvement is able to effectively train future specialists to realize themselves in professional activities. The probability of self-realization is determined not only by the strength of motivation, but also by the use of an appropriate strategy, since using the wrong tactics can lead to burnout and exhaustion.

The self-realization of university teachers is assessed according to the following criteria: the level of self-actualization and creativity, leadership qualities, the degree of emotional burnout, the level of motivation and satisfaction with the profession, semantic and career orientations, self-esteem, the level

of activity in self-development, satisfaction with self-realization, factors and incentives for a productive innovative position. It is emphasized that in order to achieve high professionalism, it is necessary not only to possess competencies, but also to take into account individual personality traits (Sabanchieva, 2007).

Recently, the profession of teaching medical disciplines has become increasingly attractive, which is explained by several factors.

Firstly, stable earnings are one of the attractive aspects. Working at a university or institute guarantees a relatively high income and stable salary, which allows you to plan your finances and ensure a decent standard of living.

Secondly, teaching at a university is associated with status and prestige. A teaching physician working at a university or medical school has the opportunity to excel in the academic world, publish scientific articles, conduct research, and participate in academic conferences, which gives him respect and status in the professional community.

Thirdly, teaching opens up opportunities for intellectual stimulation and vocation to learning. Many teachers find satisfaction in transferring knowledge, interacting with students and helping them with their studies, as well as developing their teaching skills and finding new teaching methods.

The socio-psychological approach to considering a teacher as a key subject of the educational space allows them to use their personal qualities and value orientations for effective student learning and achieving goals in the system of higher medical education. Awareness and understanding of the personal aspects of the teacher (experience, principles, values) allows you to create a suitable educational environment in which students can successfully develop. Institutional factors, such as traditions and specifics of higher education institutions, also enhance the educational and learning effect of personal qualities and value orientations of a doctor-teacher. Students who enroll in medical schools often have high respect for doctors whose work involves saving lives. This favorable attitude contributes to a more complete perception of the doctor-teacher and his influence in the educational process, forming a stable positive educational environment.

In the modern socio-cultural environment, the personal qualities and value orientations of a doctor-teacher reflect important norms of thinking and behavior that manifest themselves in various systems of categories and types of worldview in the medical profession. The priority is a concept that puts the individual at the center of the educational process, stimulates creative growth, self–development and recognizes the formation of the personality of a future specialist as a key task. Within the framework of the democratic learning model, the student's interest and active participation as a full-fledged subject of the educational process are optimally developed. The formation of personal qualities and value orientations of a doctor-teacher is an absolute value, having a significant educational and educational impact.

In the era of rapid development of information technologies, automated control and distance learning, the importance of universal and complex personal qualities of a doctor-teacher is increasing. They are becoming not only a key factor in medical education, but also the main reason for the preference for traditional forms of education. The results of recent research show that the emotional intelligence and communication skills of a teacher directly affect the students' assimilation of the material and their involvement in the learning process.

Personal qualities and value orientations show special potential in the context of distance learning. Virtual interaction cannot replace the effect of direct contact and the possibility of direct feedback exchange. Even with the use of advanced equipment and high-speed data networks, information flows do not convey all the nuances of interpersonal communication, including intonation and facial expressions. The introduction of standardized control methods contributes to the omission of the personal component of learning. Genuine higher education is impossible without real interpersonal interaction with teaching doctors, especially in the medical field, where empathy and teamwork are

important.

Research confirms that various forms of active interaction, such as problem lectures, conference lectures, and discussion lectures, are more effective teaching methods than classical lectures. Doctors-educators with the appropriate skills and experience can successfully conduct such classes. The use of organizational and activity-based forms of learning is an innovative intellectual product that promotes personal development and the integration of professional skills. A person with a high level of development and polyvalent qualities is able to make the most effective use of active forms of learning, such as educational, business, organizational and activity activities or games, without deviating from the main goal of the educational process. A doctor-teacher who uses active forms of education and, based on his personal qualities and value orientations, can significantly increase the effectiveness of the educational process and prepare future specialists with the necessary skills, values and creative potential.

One of the difficulties is the selection and evaluation of objective and adequate information, which requires information skills and abilities. Currently, in the sociology of medicine, the sociology of education, psychology and pedagogy, an increasing emphasis is placed not only on informed performers, but also on subjects with appropriate personal qualities and value orientations. Interpersonal communication with a doctor-teacher allows students to develop and adjust their personal qualities and value orientations. In this context, the role of the teacher as a source of information is decreasing, and the educational and learning aspects, as well as the development of personal qualities, come to the fore. Modern research also shows that educational doctors with developed communication skills and empathy contribute to reducing students' stress levels and improving their psychological well-being.

We believe that the application of acmeological principles in higher school pedagogy opens up opportunities for designing individualized educational trajectories for future specialists. The essence of the acmeological and pedagogical approach is to conduct a comprehensive study and create a holistic picture of a subject at the stage of maturity. This includes consideration of his individual, personal and subject-activity characteristics in their interrelation and interdependence, which makes it possible to purposefully influence the achievement of higher levels of professional and personal development accessible to everyone.

In this context, the acmeological approach involves not only the study of existing characteristics, but also the active application of methods and technologies aimed at stimulating the development of key competencies and personal qualities necessary for successful professional activity. This may include the use of coaching, mentoring, individual educational plans and other tools that maximize the potential of each student and form highly qualified specialists who are ready to solve complex problems in modern medical practice.

RESULTS

In addition to the obvious function of knowledge transfer and subject area, there are complex and multifaceted social roles in the professional activity of a doctor-teacher of higher education. The teaching physician performs tasks such as developing specific educational programs, analyzing students' readiness to learn educational material, stimulating multi-motivated learning activities, activating and encouraging learning, diagnosing learning, and much more. The importance of these roles increases in the context of the transition to a competence-based approach in education, which requires not only knowledge from a doctor-teacher, but also the ability to form the necessary professional competencies in students.

The basis for self-knowledge, self-regulation and self-control of a doctor-teacher is reflection, which supports professional and personal self-improvement. The personal example of a doctor-teacher also serves as an important factor in teaching reflection and self-improvement for a student. The content of reflection is both the personal qualities and value orientations of the teacher, as well as psychological and pedagogical professionalism. Constant reflection on the part of all participants in the educational

space contributes to improving the effectiveness of the system.

Future teachers of a higher medical educational institution are usually trained within the framework of this institution, however, special training in a psychological and pedagogical profile, especially taking into account medical specifics, is usually not carried out. Academic status does not guarantee the availability of relevant competencies in the field of pedagogy and psychology. Doctors and teachers have to go through the empirical path over and over again, often with mistakes, which does not always have a beneficial effect on students. Many young doctors who start teaching are based mainly on personal experience, as well as on the experience of older colleagues who are not always familiar with the psychological and pedagogical field of activity. This disadvantage requires the introduction of a continuing education system for medical educators, which includes specialized advanced training courses and trainings.

Rich specialized and general educational programs, such as history and philosophy of science, form the necessary methodological arsenal for doctors, which greatly facilitates obtaining the necessary level of competence in the field of psychology and pedagogy. The constant solution of the unique tasks of the practical component of medical activity allows teachers to more easily resolve psychological and pedagogical conflict situations. Physicians have a greater ability to flexibly combine classical and new models of professionalism and develop new strategies for the successful promotion of professional interests (Kuhlman, 2007). They are still proud of their profession, highly appreciate the quality of their colleagues' work, and believe that their professional knowledge is in demand, although it is not always appreciated (Mansurov, 2007).

In order to increase the effectiveness of the educational process of a higher medical educational institution, it is necessary to pay attention to additional training of doctors in the field of psychological and pedagogical disciplines. The social role of a doctor-educator is that he enriches culture, transforms the process and personality, forms new technologies and does not stop self-development.

A high level of professionalism means going beyond the normative requirements of the profession, surpassing them, reconstructing professional activities, making creative contributions, and clearly expressing a humanistic focus on personal development. The individualization of a teacher in pedagogical work is the dissimilarity of professional activity, the stylization of ways of solving problems, and the identity of a personality. Personality is manifested in all components of pedagogical activity, and the style takes into account the desire for the best implementation of this activity.

Each doctor-teacher is unique, differs from others in the choice and combination of teaching methods, attitude to students, dynamics and trajectory of movement, the level of claims, the nature of mistakes and difficulties. Individual style is not only innate features, but also acquired personality traits. This style is formed in the process of constant introspection, reflection and the development of new pedagogical technologies.

PRACTICAL RECOMMENDATIONS FOR THE PROFESSIONAL DEVELOPMENT OF A DOCTOR-EDUCATOR:

1. Develop communication skills:

- *Active Listening.* Practice active listening when communicating with patients, students, and colleagues. Listen carefully, ask questions and try to understand their point of view.
- *Empathy.* Develop the ability to understand and empathize with the feelings of patients and students. Acknowledge their concerns and help them find solutions.
- *Non-verbal communication.* Use body language, facial expressions, and eye contact to communicate more effectively.
- *Feedback.* Regularly request feedback from students and colleagues. This will help you improve your communication style.

2. Improving pedagogical skills:

- *Attend seminars and trainings. Attend seminars and trainings on pedagogy, psychology and educational technologies. This will help you acquire new knowledge and skills.*
- *Using modern educational technologies. Use interactive teaching methods, online resources and other modern technologies.*
- *Development of learning materials. Develop learning materials that meet the needs of students. The materials should be clear, interesting, and practical.*
- *Introspection.* Analyze your lessons and determine what you can do to make them more effective.

3. Leadership development:

- *The ability to motivate. Motivate students to study, and doctors to professional development. Inspire them and help them achieve their goals.*
- *Ability to delegate. Assign tasks correctly and trust employees.*
- *Decision-making skills. Be decisive in making important decisions and take responsibility.*
- *Teamwork.* Collaborate with a team and work together to achieve a common goal.

4. Professional competence improvement:

- *Reading specialized literature. Regularly read scientific articles and books to keep abreast of the latest news in the field of medicine and pedagogy.*
- *Participation in conferences and seminars. Participate in professional conferences and seminars. This will give you the opportunity to share your experience with other specialists and gain new knowledge.*
- *Taking advanced training courses. Attend advanced training courses regularly.*
- *Research activities. Engage in research activities. This will help you deepen your knowledge and contribute to* the development of the industry.

5. Taking care of yourself (of course, doctors know this, but take it as a reminder.):

- *Maintaining a healthy lifestyle. Eat right, exercise regularly, and get enough sleep.*
- *Stress Management. Learn stress management techniques. For example, meditation, yoga, or hobbies.*
- *Maintaining a work-life balance. Try to maintain a work-life balance.*
- *Seeking help.* If necessary, do not hesitate to seek help from a psychologist or other specialists.

CONCLUSION

In conclusion, it should be noted that the profession of a doctor-educator requires a unique combination of personal qualities and value orientations. The effectiveness of a doctor-educator directly depends on his ability not only to provide qualified medical care, but also to transfer knowledge, inspire students and create a favorable educational environment.

The present study has made it possible to identify key personal qualities such as empathy, sociability, responsibility, patience and stress tolerance, which play an important role in the successful work of a doctor-teacher. Value orientations, including professionalism, humanism, striving for continuous self-improvement and respect for the personality of the patient and the student, are the foundation of an ethical and effective medical and pedagogical approach.

The proposed practical recommendations are aimed at promoting the professional development of teaching doctors, strengthening their personal qualities and deepening their value orientations. The

implementation of these recommendations will improve the quality of medical education, improve interaction with patients and students, and contribute to the formation of highly qualified and morally stable medical personnel.

In general, the formation and development of personal qualities and value orientations of a doctor-teacher is a continuous process that requires constant attention and purposeful efforts on the part of both the specialist himself and educational and medical institutions.

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